

DOCUMENT RESUME

127 811

PL 007 955

TLE Language Research in Progress: Report No. 2. A
Cross-Referenced List of Documented Language Research
Projects Current June-November 1965.
STITUTION Center for Applied Linguistics, Washington, D.C.
B DATE Dec 65
TE 44p.; For related documents, see ED 035 886; 012 024;
012 025; 012 909; 018 797; 025 775; 029 299; 034 197;
040 384; and FL 007 956
RS PRICE MF-\$0.83 HC-\$2.06 Plus Postage.
SCRIPTORS Abstracts; Catalogs; *Indexes (Locaters); Information
Dissemination; Information Retrieval; *Information
Services; *Language Research; *Research Projects;
Subject Index Terms; *Thesauri

STRACT

In late 1964 the Center for Applied Linguistics began continuing file of Language Research in Progress (LRIP). This cond report in the LRIP series summarizes information received on search current between June 1 and November 30, 1965. LRIP assifies documented language research activities in the U.S. and road and disseminates information concerning them. The information stored at the Center for Applied Linguistics, Washington, D.C. is report is divided into three lists. Part I includes main and b-categories and cross-references, including the Thesaurus. ference numbers of research projects dealing with these categories llow each entry. Part II is a combined alphabetical listing of search personnel and institutions, also followed by the relevant object numbers. Part III gives investigator, institution and Project tle, arranged in numerical sequence by the reference numbers used Parts I and II. LRIP will provide an abstract of any research object reported in this document. (CHK)

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Language Research In Progress : 2

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Language Research In Progress

REPORT NO. 2 DECEMBER 1965

A Cross-Referenced List of
Documented Language Research Projects
Current June — November 1965

PREFACE

In late 1964 the Center for Applied Linguistics began a continuing file of what we call, for the sake of brevity, Language Research in Progress (LRIP). In Report No. 1, dated June 1965, an attempt was made to classify some of the current language research activities in the United States and abroad, research activities in whatever fields contribute to our knowledge and understanding of language systems, speech acts, body movements and other "semiotic" phenomena as they are learned and used in human communication. Report No. 1 was essentially a study in method, an experiment offered to scholars for use, comment and criticism. The many suggestions received, considered in the light of our own experience both with the material and with the needs of users, have led to a number of practical modifications which should make this current Report No. 2 easier to use (see below, page (iii)). Refinement of the classification system itself is under study, as are problems of compatibility with other systems.

Information Services in Languages, Linguistics and Related Fields

LRIP is and will continue to be experimental in nature, a modest step in the direction of efficient current awareness in language research matters. Current awareness is, in turn, only part of the information structure required if ultimate goals of intra- and interdisciplinary research synthesis are one day to be realized. Such a structure may well eventually take the form of a sophisticated formal network of sources feeding a mechanized clearinghouse which would process and disseminate both pertinent information and relevant documents. The Center for Applied Linguistics has realized that initial steps toward such complex goals must include mutual assistance and collaboration among various clearinghouse operations with partially overlapping coverage. LRIP has already taken certain steps in the direction of coordination with such operations, as follows.

Coordination of Research-in-Progress Reporting

In designing a new Project Description Form, enclosed for the first time with this Report, LRIP has tried to consider the needs of other organizations as well as its own. It is hoped that its simple format will lighten the task of project directors and other researchers who are asked to report their research. Overlapping coverage has also meant multiple reporting on different forms, a very heavy burden on the researcher. Here LRIP has now taken an important step: pursuant to negotiations with the Science Information Exchange of the Smithsonian Institution, and with the National Science Foundation, investigators may now send to LRIP copies of the abstracts or forms they may have recently supplied to either or both of these organizations. Instructions are detailed on the Project Description Form.

Documentation of Research in Progress

Despite partially overlapping coverage with certain other information-gathering and disseminating projects both in this country and abroad, LRIP seems to be the only project dealing exclusively with current, documented research in the fields in question. An important aspect of the documentation of research in progress is the exchange of sufficient information so that the goals, methods and progress of a given research project can be made clear to others. Titles alone often reveal little useful information, and it is in this connection that LRIP earnestly requests investigators to put us on their mailing lists for any supporting documents, including copies of funded proposals, progress reports, reprints, or other background material. Much current research known to LRIP remains unlisted for lack of such documentation.

Services to LRIP Users

Report No. 2 listing research current between June 1 and November 30, 1965, is being sent to all those who have contributed to it, and to many others known to be prospective users.

Users may request abstracts (continuously updated as new information is received) of any item. Abstracts may be requested by reference number, by the name of the investigator, or by category listing. Requests for information will be handled as promptly as possible. Actual reports and other documents must be obtained directly from the investigators concerned.

LRIP would appreciate receiving the names and addresses of prospective users who may not be on our current mailing list, as well as comments and suggestions regarding any aspect of this project.

Alfred S. Hayes

Joy Varley

(ii)

USING THIS REPORT

Projects are classified in three interrelated lists:

Part I (page 1) now lists main and sub-categories and cross-references, thus including the Thesaurus of Report No. 1. It should be borne in mind that these categories are not intended to provide an exhaustive classification of language research, but to make it as easy as possible for users with widely divergent needs and interests to find what they are looking for. Projects may be included under a main or sub-category for which the investigator has indicated that his project has implications, although it may not deal directly with that subject. Categories include both basic and applied research. Once you have found the subject you are interested in, look up the numbers in Part III. These numbers are merely arbitrarily assigned reference numbers.

Part II (page 13) is a combined alphabetical listing of research personnel and institutions. Universities and colleges in the U.S. are listed alphabetically by state, e.g. George Peabody College for Teachers is under Tennessee. Autonomous institutions (hospitals, private research centers) and foreign universities are listed under the name of the institution. Having located persons or institutions in whose work you are interested, look up the numbers in Part III.

Part III (page 21) gives investigator, institution and project title, arranged in numerical sequence by the reference numbers used in Parts I and II. Gaps in the sequence simply mean that one or more known and numbered projects are insufficiently documented or that one or more projects were completed before the period covered by this Report. Where no title was specified by the investigator, or where separately funded research with slightly different titles was encountered, a suitable single title has been devised.

P A R T I

Thesaurus and Category Listing

Achievement: see PROFICIENCY AND ACHIEVEMENT

ACOUSTIC ANALYSIS (PHONETICS) 13, 312, 319, 322, 329, 330, 331, 338, 347, 357,
371, 442, 448, 453, 486, 497, 522

ACQUISITION OF MEANING 47, 458, 504, 511

AGING (LANGUAGE DEVELOPMENT) 172, 504

Analysis ...: See ACOUSTIC ANALYSIS, AUTOMATIC ANALYSIS, SEMANTIC ANALYSIS

Animal communication: see SEMIOTICS

APHASIA (SPEECH PATHOLOGY) 318, 340, 355, 393, 449, 463, 495

APTITUDE TESTING 124

AREA STUDIES 82, 87, 229, 251

Articulation: see SUPRALARYNGEAL RESEARCH

Articulation, poor: see SPEECH DEFECTS

ASSOCIATES, MULTIPLE (WORD ASSOCIATIONS) 184, 194

ASSOCIATION, CONTROLLED (WORD ASSOCIATIONS) 188, 194, 458, 504

ASSOCIATION, FREE (WORD ASSOCIATIONS) 164, 266, 458

ASSOCIATIVE CLUSTERING (WORD ASSOCIATIONS) 49, 148, 159, 431, 458, 499, 504

ATLASES 76, 188

Attitudes (towards language and speech): See SOCIOLINGUISTICS

AUDIO-LINGUAL

METHODS 225, 228, 247, 456, 473

MATERIALS 204, 210, 231, 445, 473

AUDIO-VISUAL

METHODS 57

MATERIALS 66, 445

AUDITORY DISCRIMINATION (PHONETICS) 114, 226A, 226D, 314, 320, 344, 360, 378,
437, 442, 453, 457, 476, 488, 493, 506

AUDITORY PERCEPTUAL LEARNING 226C, 226D, 310, 361, 457, 495, 506, 508, 514, 522

Auto-instruction: see SELF INSTRUCTION

AUTOMATIC ABSTRACTING (COMPUTER STUDIES) 383, 415, 422, 443

AUTOMATIC ANALYSIS (COMPUTER STUDIES) 16, 209, 296, 340, 408, 409, 410, 415,
417, 418, 421, 427, 434, 439, 440, 475, 521

BIBLIOGRAPHIES 383, 428, 440, 475

BILINGUALISM (LANGUAGE AND CULTURE) 57

XXXXX = main category; XXXXX = sub-category; XXXXX = cross-reference

Refer to numerical listing of projects in Part III

BIOLOGY (AND SPEECH/LANGUAGE) 322
BLINDNESS (AND SPEECH/LANGUAGE) 319, 409
BRAIN RESEARCH 314, 344
 LATERAL DOMINANCE 226B, 355, 358, 393, 449
 SPEECH MECHANISMS 320, 326, 328, 334, 340, 463
 BREATHING (and oral and nasal pressure) (SPEECH PATHOLOGY) 310, 311, 329, 331, 347, 372, 485

Cantometrics: see SEMIOTICS
 CATEGORIES OF MEANING 47, 188, 458, 504
 Child language: see LANGUAGE DEVELOPMENT
 Child rearing: see SOCIALIZATION
 Cinefluorography: see X-RAYS
 Cleft palate: see SPEECH DEFECTS
 CODING (MEMORY) 180, 297, 458, 507

COMMON LANGUAGES

 ENGLISH (including TEFL) 16, 17, 62, 93, 103, 138, 200, 265, 290, 294, 295, 400, 406, 408, 411, 412, 413, 420, 424, 427, 434, 445, 446, 447, 453, 456, 464, 478, 483, 487, 488
 FRENCH 219, 228, 262, 411, 415, 443, 453, 473
 GERMAN 248, 410, 415, 434, 453
 RUSSIAN 102, 103, 114, 289, 395, 406, 407, 408, 415, 418, 419, 420, 421, 422, 425, 426, 434, 475, 492
 SPANISH 57, 200, 261, 432, 434, 453, 456
 Comparison of meaning systems: see CATEGORIES OF MEANING
 COMPARATIVE STUDIES (Historical linguistics) 40, 252

COMPOSITION 73, 74, 80, 97, 98, 119, 120, 265, 447, 455, 464
 EVALUATION 93, 96, 120

COMPUTER STUDIES 16, 201, 276, 314, 371, 395, 400, 405, 407, 413, 416, 419, 420, 426, 428, 439, 440, 441, 443, 465, 475, 482, 509, 519
 AUTOMATIC ABSTRACTING 383, 415, 422, 443
 AUTOMATIC ANALYSIS 16, 209, 296, 340, 408, 409, 410, 415, 417, 418, 421, 427, 434, 439, 440, 475, 521
 MACHINE COMMUNICATION 319, 357, 408, 419, 414, 442, 465, 486
 MACHINE TRANSLATION 26, 102, 103, 107, 406, 407, 408, 409, 411, 412, 415, 434

CONCEPT FORMATION 78, 119, 122, 126, 150, 225, 226B, 226C, 282, 322, 458, 503, 504, 507, 510, 514, 515

 Concordances and word-indexes: see AUTOMATIC ANALYSIS
 CONSTITUENT STRUCTURES (GRAMMATICAL ANALYSIS) 406

xxxxxx = main category; xxxxxx = sub-category; xxxxxx = cross-reference

Refer to numerical listing of projects in Part III

CONTACT, LANGUAGES IN (LANGUAGE AND CULTURE) 75, 76, 200
CONTENT ANALYSIS 42, 263, 266, 276, 296, 421, 439, 501
CONTRASTIVE STUDIES 473, 483, 488
 CONTRASTIVE GRAMMAR 86, 251
 CONTRASTIVE PHONOLOGY 86, 289, 446
CONTROLLED ASSOCIATION (WORD ASSOCIATIONS) 188, 194, 458, 504
COURSES FOR SELF INSTRUCTION 261, 432, 493
CURRICULUM PLANNING 62, 98, 265, 455, 515, 519, 520

DATA PROCESSING 209, 363, 407, 434, 499
DEAFNESS AND HEARING 83, 310, 314, 319, 322, 346, 457, 522
DELAYED AUDITORY FEEDBACK (VERBAL BEHAVIOR) 125, 283, 317, 355, 438, 506, 522
DEMOGRAPHY 87
DEPENDENCY THEORY (GRAMMATICAL ANALYSIS) 418, 424, 427
DIALECTS (LANGUAGE AND CULTURE) 40, 73, 252, 294, 327, 398, 409, 519
DIALECTS, SOCIAL: see SOCIAL DIALECT STUDIES
Dictionaries: see THESAURI
Discourse analysis: see CONTENT ANALYSIS
DISTURBED SPEECH (psychotic, neurotic, mentally disturbed, drug-induced)
 (SPEECH PATHOLOGY) 266, 284, 304, 347, 353, 393, 448
Drug-induced speech change: see DISTURBED SPEECH
Dyslexia: see READING

ECOLOGY (AND SPEECH/LANGUAGE) 87, 188, 200
ENGLISH (including TEFL) 16, 17, 62, 93, 103, 138, 200, 265, 290, 294, 295, 400,
 406, 408, 411, 412, 413, 420, 424, 427, 434, 445, 446,
 447, 453, 456, 464, 478, 483, 487, 488
ENGLISH (TEACHER TRAINING) 66, 96, 98, 447, 470
Esophageal speech: see SPEECH DEFECTS
ETHNOLINGUISTICS 31, 40, 82, 90, 188, 200, 479, 480
EVALUATIONS (of grammatical theories) 75, 107
EVALUATIONS (of METHODS OF INSTRUCTION) 62, 96, 437
EVALUATIONS (of SELF-INSTRUCTIONAL METHODS AND MATERIALS) 492, 493
EVALUATIONS (of written COMPOSITIONS) 93, 96, 120
Exotic languages: see NEGLECTED LANGUAGES

FOREIGN LANGUAGES (TEACHER TRAINING) 225, 242, 262

XXXXX = main category; XXXXX = sub-category; xxxxx = cross-reference

Refer to numerical listing of projects in Part III

'Foreign languages (French, German, Russian, Spanish): see COMMON LANGUAGES
or under each language.

All other languages: see NEGLECTED LANGUAGES

FREE ASSOCIATION (WORD ASSOCIATIONS) 164, 266, 458

FRENCH 219, 228, 262, 411, 415, 443, 453, 473

FREQUENCY COUNTS 395, 409, 440, 443

PHONEMES 393, 453

WORDS 214, 248, 264, 395

GENERATIVE GRAMMAR (GRAMMATICAL ANALYSIS) 75, 255, 289, 400, 475, 503

GERMAN 248, 410, 415, 434, 453

Glossaries: see THESAURI

GLOSSOLALIA 377

GRAMMATICAL ANALYSIS 31, 107, 412, 516

CONSTITUENT STRUCTURES 406

DEPENDENCY THEORY 418, 424, 427

GENERATIVE GRAMMAR 75, 255, 289, 400, 475, 503

TAGMEMIC THEORY 500, 501

TRANSFORMATION THEORY 17, 24, 147, 408, 417, 427, 447, 451, 452, 455, 475,
490, 491, 499

EVALUATIONS 75, 107

GRAMMATICAL STRUCTURE 31, 201, 209, 264, 395, 403, 413, 425, 447, 451, 452, 455,
464, 475

GRAPHEMICS 55, 86, 114, 414, 521

Hard languages: see NEGLECTED LANGUAGES

HARDWARE, MISCELLANEOUS 226E, 312, 314, 321, 324, 325, 329, 338, 361, 375, 391,
401, 453

LANGUAGE LABORATORIES 231, 262

TEACHING MACHINES 226E, 276, 318

Harshness: see VOICE QUALITY

Hearing: see DEAFNESS AND HEARING

Historical linguistics: see COMPARATIVE STUDIES

Hoarseness: see VOICE QUALITY

Immediate recall: see SHORT TERM MEMORY

INFANT VOCALIZATIONS (LANGUAGE DEVELOPMENT) 51, 304, 322, 331, 361, 448, 472, 522

INFORMATION PROCESSING MODELS 271, 509

XXXXX = main category; XXXXX = sub-category; XXXXXX = cross-reference

Refer to numerical listing of projects in Part III

INFORMATION STORAGE AND RETRIEVAL 201, 383, 408, 409, 412, 415, 427, 434, 439,
440, 465
Interference, Linguistic: See LINGUISTIC INTERFERENCE
INTERPERSONAL INTERACTIONS (VERBAL BEHAVIOR) 24, 31, 304, 322, 375, 379, 399, 468,
479, 480, 494
Intonation: see PARALINGUISTICS
LANGUAGE AND CULTURE 31, 76, 90, 188, 200, 219, 248, 251, 276, 290, 489
 BILINGUALISM 57
 DIALECTS 40, 76, 252, 294, 327, 398, 409, 519
 LANGUAGES IN CONTACT 75, 76, 200
 MULTILINGUALISM 87, 200, 289
 SOCIOLINGUISTICS 398, 399, 478, 479, 481, 516
 SOCIAL DIALECT STUDIES (*remedial studies of non-standard speech*)
 48, 78, 83, 91, 141, 294, 327, 478, 480, 481, 488, 489, 504, 513, 515,
 516, 519, 520
 LANGUAGE DEVELOPMENT 24, 47, 48, 49, 65, 68, 73, 78, 80, 83, 91, 140, 141, 258,
 269, 303, 304, 314, 322, 360, 371, 449, 451, 452, 457, 489,
 498, 503, 504, 506, 507, 508, 509, 510, 511, 513, 515, 519, 522
 INFANT VOCALIZATIONS 51, 304, 322, 331, 361, 448, 472, 522
 AGING 172, 504
 LANGUAGES IN CONTACT (LANGUAGE AND CULTURE) 75, 76, 200
 LANGUAGE LEARNING MODELS 176, 287, 508, 509, 510
 LANGUAGE LABORATORIES (HARDWARE) 231, 262
 LARYNGEAL RESEARCH (SPEECH PATHOLOGY) 324, 325, 331, 338, 346, 371, 372, 382
 LATERAL DOMINANCE (BRAIN RESEARCH) 226B, 355, 358, 393, 449
Lexemics: see WORD FORMATION
LEXICOGRAPHY 86, 200, 403, 410, 474
LINGUISTIC INTERFERENCE 75, 483
LITERACY 520, 521
LITERATURE, APPLICATION OF LINGUISTICS TO 255, 296, 410
LONG TERM MEMORY 499

MACHINE COMMUNICATION (COMPUTER STUDIES) 319, 357, 408, 409, 414, 442, 465, 486
MACHINE TRANSLATION (COMPUTER STUDIES) 26, 102, 103, 107, 406, 407, 408, 409,
 411, 412, 415, 434
MATHEMATICAL LINGUISTICS 408, 409

XXXXX = main category; XXXXX = sub-category; xxxxxx = cross-reference

Refer to numerical listing of projects in Part III

MEANING 147, 150, 158, 266, 415, 503
 ACQUISITION OF MEANING 47, 458, 504, 511
 CATEGORIES OF MEANING 47, 188, 458, 504
 MEASUREMENT OF MEANING 124, 188, 194, 263, 269, 276, 431, 458, 504
 MULTIPLE MEANING 102
 SEMANTIC ANALYSIS 75, 200, 248, 400, 405, 408, 421, 458, 504
 SEMANTIC SATIATION 392, 438
 SEMANTIC STRUCTURES 16, 47, 75, 102, 159, 425, 431, 458, 475, 504
 SEMANTIC THEORY 75
 VERBAL MEDIATION 47, 150, 392
MEANINGFULNESS (VERBAL LEARNING, PARAMETERS) 124, 153, 159, 180
MEASUREMENT OF MEANING 124, 188, 194, 263, 269, 276, 431, 458, 504
MEDIATING LINKS (VERBAL LEARNING, PARAMETERS) 130, 150, 184, 194
MEDIATION, VERBAL (MEANING) 47, 150, 392
MEMORY 122, 125, 126, 153, 156, 164, 226C, 226D, 258, 259, 465, 466, 499, 506, 507
 SHORT TERM 150, 153, 297, 430, 499, 506, 507
 LONG TERM 499
 CODING 180, 297, 458, 507
 MNEMONIC AIDS 150
 ORGANIZATION 150, 180, 297, 458, 499, 507, 510
Mentally disturbed speech; see DISTURBED SPEECH
MENTALLY RETARDED SPEECH (SPEECH PATHOLOGY) 303, 322, 325, 467, 490
METHODS OF INSTRUCTION 98, 148, 225, 228, 262, 295, 409
 EVALUATIONS 62, 96, 437
 GENERAL DISCUSSIONS 265, 294
 ORDER OF PRESENTATION 287
Mimicry-memorization: see METHODS and MATERIALS (AUDIO-LINGUAL)
MNEMONIC AIDS (MEMORY) 150
MODELS 65, 119, 415
 FOR INFORMATION PROCESSING 271, 509
 FOR LANGUAGE LEARNING 176, 287, 508, 509, 510
MORPHEMICS 114, 409, 426
MORPHOPHONEMICS 415
MOTIVATION 57, 138, 224, 231, 437, 508
MULTILINGUALISM (LANGUAGE AND CULTURE) 87, 200, 289
MULTIPLE ASSOCIATES (WORD ASSOCIATIONS) 184, 194
MULTIPLE MEANING 102

XXXXX = main category; XXXXX = sub-category; XXXXX = cross-reference

Refer to numerical listing of projects in Part III

Nasality: see VOICE QUALITY

Nasal pressure: see BREATHING (SPEECH PATHOLOGY)

NEGLECTED LANGUAGES

Abenski 40
African languages 403, 500
American Indian languages 31, 40, 84, 90, 216, 398
Arabic 13, 200, 476, 483
Bantu 13, 403
Bengali 251, 252
Berber 199
Chinese 86, 204, 231, 240, 400
Coos 84
Czech 13, 289
Danish 13
Dutch 415
Finnish 13
Gwoyeu 290
Hebrew 434
Hindi 13, 231, 434
Hungarian 475
Icelandic 13
Indonesian 290
Japanese 13, 231, 242, 276, 442, 498
Kabyle 246
Kannada 276
Kilenge 82
Korean 26
Latvian 13
Lusatian 289
Malay 200, 290, 446
Maranao 201
Melanesian Pidgin 82
Mongolian 229
Navaho 90
New Britain languages 82
New Guinean languages 82
Papuan languages 82
Penutian 84
Persian 231
Philippine languages 521
Picuris 31
Polish 247
Portuguese 209, 210, 231
Salish 216
Serbocroatian 13
Shoshoni-Panamint 398
Sorbian 298
Swahili 231
Swedish 409
Tagalog 200
Tamil 290
Taos 31
Taw Sug 200
Tututni 84
Ubykh 13
Umatilla 84
Urdu 214
Vietnamese 138
Wolof 518
Yakan 200
Zamboangueño 200

XXXXX = main category; XXX = sub-category; xxxxx = cross-reference

Refer to numerical listing of projects in Part III

Nomenclature: see TERMINOLOGY
NORMS (WORD ASSOCIATIONS) 156, 458
Neurotic speech: see DISTURBED SPEECH
NOUN SYSTEMS 103

Oral approaches to language teaching: see METHODS and MATERIALS (AUDIO-LINGUAL)
ORAL COMMUNICATION (SPEECH ANALYSIS) 114, 361, 468
Oral pressure: see BREATHING
ORDER OF PRESENTATION (METHOD OF INSTRUCTION) 287
ORGANIZATION (MEMORY) 150, 180, 297, 458, 499, 507, 510

PAIRED ASSOCIATES (VERBAL LEARNING, EXPERIMENTS) 47, 49, 130, 132, 148, 150, 153,
159, 164, 165, 172, 176, 177, 180, 184,
259, 264, 287, 340, 391, 392, 458, 499

PARALINGUISTICS (SYNTOICS) 252, 295, 347, 413, 453, 467, 475, 481, 483, 485, 487

PERCEPTUAL LEARNING 78, 226B, 226E, 496, 504, 509, 510

AUDITORY 226C, 226D, 310, 361, 457, 495, 506, 508, 514, 522
VISUAL 226C, 264, 297, 340, 430, 495, 514, 522
VISUAL DISCRIMINATION 114, 140, 226A, 259, 318
PERCEPTUAL SHIFTING 125, 176, 226C

PERSONALITY (SPEECH/LANGUAGE AND) 269, 284, 327, 399, 444, 481

SOCIALIZATION 78, 360

PHONEME-GRAPHHEME CORRESPONDENCES 55, 132, 176, 520

PHONEMES (FREQUENCY COUNTS) 393, 453

PHONETIC SYMBOLISM 269, 429

PHONETICS 289, 401

ACOUSTIC ANALYSIS 13, 312, 319, 322, 329, 330, 331, 338, 347, 357, 371, 442,
448, 453, 486, 497, 522

AUDITORY DISCRIMINATION 114, 226A, 226D, 314, 320, 344, 360, 378, 437, 442,
452, 457, 476, 488, 493, 506

PITCH 324, 325, 346, 486

SYLLABICS 329, 453, 487

PSYCHOACOUSTICS 314, 401

PHONOLOGY 13, 26, 31, 199, 201, 251, 289, 488, 505, 516, 518

PITCH (PHONETICS) 324, 325, 346, 486

Pluralism, linguistics: see BILINGUALISM and MULTILINGUALISM

Poetry: see LITERATURE

PROFICIENCY AND ACHIEVEMENT 60, 73, 86, 23 262

XXXXX = main category; XXXXX = sub-category; xxxxx = cross-reference

Refer to numerical listing of projects in Part III

Programmed learning: see SELF INSTRUCTION
PRONOUNCEABILITY (VERBAL LEARNING, PARAMETERS) 148, 180, 259, 391
Prosodic features: see PARALINGUISTICS
PSYCHOACOUSTICS (PHONETICS) 314, 401
PSYCHOLINGUISTICS 55, 83, 147, 156, 188, 194, 266, 269, 271, 307, 353, 399,
424, 430, 431, 438, 489, 520
Psychotic speech: see DISTURBED SPEECH

READING

GENERAL AND NORMATIVE STUDIES 65, 66, 67, 134, 158, 265, 440, 455, 456, 520
PROCEDURES AND METHODS 83, 115, 132, 141
COMPREHENSION 46, 60, 111, 264
CONTENT OF MATERIALS 42, 111, 295
CORRELATION WITH IQ 226B
MEDICATION 226B
READING ABILITY (achievement, competence, power, skill) 46, 60, 65, 67, 68,
73, 83, 89, 92, 115, 226A, 226C, 226D, 226F, 295, 456, 515,
520
REMEDIAL METHODS 226B, 226C, 226D, 271
SOCIO-ECONOMIC VARIABLES 42, 226B, 226C, 226D, 226E, 226F, 515
THEORETICAL CONCEPTS 67, 83, 115, 520
TESTS 46, 83, 111, 115, 226A, 226F, 295
Recall: see MEMORY
REMEDIAL METHODS in READING 226B, 226C, 226D, 271
Remedial studies of non-standard speech: see SOCIAL DIALECT STUDIES
Rhetoric: see STYLISTICS
RUSSIAN 102, 103, 114, 289, 395, 406, 407, 408, 415, 418, 419, 420, 421, 422, 425
426, 434, 475, 492
SCORING PROCEDURES (WORD ASSOCIATIONS) 49
SELF INSTRUCTION 132, 138, 165, 176, 226E, 262, 276, 473, 483, 485, 497, 520
COURSES 261, 432, 493
METHODS 261, 318, 432, 488
EVALUATIONS 492, 493
SEMANTIC ANALYSIS (MEANING) 75, 200, 248, 400, 405, 408, 421, 458, 504
SEMANTIC SATIATION (MEANING) 392, 438
SEMANTIC STRUCTURES (MEANING) 16, 47, 75, 102, 159, 425, 431, 458, 475, 504
SEMANTIC THEORY (MEANING) 75

XXXXX = main category; XXXXX = sub-category; xxxxx = cross-reference

Refer to numerical listing of projects in Part III

SEMIOTICS (includes kinesics, vocal, non-verbal signalling behavior & animal communication) 257, 260, 269, 284, 307, 314, 323, 355, 399, 444, 448, 468, 469, 479, 480
PARALINGUISTICS (intonation, prosodic features) 252, 295, 347, 413, 453, 467, 475, 481, 483, 485, 487
SERIAL LEARNING (VERBAL LEARNING, EXPERIMENTS) 122, 130, 150, 164, 172, 177, 226C, 259
SHORT TERM MEMORY 150, 153, 297, 430, 499, 506, 507
SOCIAL DIALECT STUDIES (LANGUAGE AND CULTURE) 48, 78, 83, 91, 141, 294, 327, 478, 480, 481, 488, 489, 504, 513, 515, 516, 519, 520
SOCIALIZATION (child rearing) (PERSONALITY) 78, 360
SOCIO-ECONOMIC VARIABLES in READING 42, 226B, 226C, 226D, 226E, 226F, 515
SOCIOLINGUISTICS (LANGUAGE AND CULTURE) 398, 399, 478, 479, 481, 516
SPANISH 57, 200, 261, 432, 434, 453, 456
SPEECH ANALYSIS 312, 319, 401, 442, 453, 522
 ORAL COMMUNICATION 114, 361, 468
 SPEECH PERCEPTION 312, 371, 372, 465, 466, 468, 476, 484, 486, 505, 506, 511
 SPEECH PRODUCTION 312, 319, 371, 466, 484, 505, 511, 513
 SPEECH RECOGNITION 26, 312, 314, 319, 357, 442, 476, 484, 486, 493, 511
 SPEECH SYNTHESIS 312, 319, 330, 357, 371, 382, 414, 453, 476, 484, 522
SPEECH DEFECTS (ORGANIC AND FUNCTIONAL) (SPEECH PATHOLOGY) 83, 283, 303, 307, 310, 317, 322, 331, 338, 346, 360, 363, 369, 372, 378, 448, 449
SPEECH MECHANISMS (BRAIN RESEARCH) 320, 326, 328, 334, 340, 463
SPEECH PATHOLOGY 326, 361, 471, 505, 522
 APHASIA 318, 340, 355, 393, 449, 463, 495
 BREATHING (and oral & nasal pressure) 310, 311, 329, 331, 347, 372, 485
 DISTURBED SPEECH (psychotic, neurotic, mentally disturbed, drug-induced) 266, 284, 304, 347, 353, 393, 448
 SPEECH DEFECTS (ORGANIC AND FUNCTIONAL) 83, 283, 303, 307, 310, 317, 322, 331, 338, 346, 360, 363, 369, 372, 378, 448, 449
 LARYNGEAL RESEARCH 324, 325, 331, 338, 346, 371, 372, 382
 SUPRALARYNGEAL RESEARCH 311, 312, 330, 378, 453, 485
 MENTALLY RETARDED SPEECH 303, 322, 325, 467, 490
SPEECH PERCEPTION (SPEECH ANALYSIS) 312, 371, 372, 465, 466, 468, 476, 484, 486, 505, 506, 511

XXXXX = main category; XXXXX = sub-category; xxxxx = cross-reference

Refer to numerical listing of projects in Part III

SPEECH PRODUCTION (SPEECH ANALYSIS) 312, 319, 371, 466, 484, 505, 511, 513
SPEECH RECOGNITION (SPEECH ANALYSIS) 26, 312, 314, 319, 357, 442, 476, 484, 486,
493, 511
SPEECH SYNTHESIS (SPEECH ANALYSIS) 312, 319, 330, 357, 371, 382, 414, 453, 476,
484, 522
Stuttering: see SPEECH DEFECTS
STYLISTICS 455, 501
Substandard speech/language: see SOCIAL DIALECT STUDIES
SUPRALARYNGEAL RESEARCH (SPEECH PATHOLOGY) 311, 312, 330, 378, 453, 485
SURVEYS 84, 413, 437, 481
SYLLABICS (PHONETICS) 329, 453, 487
SYNTAX 16, 103, 107, 114, 209, 252, 405, 406, 408, 409, 415, 418, 421, 424, 503,
511, 513
Synthetic speech: see SPEECH SYNTHESIS

TAGMEMICS (GRAMMATICAL ANALYSIS) 500, 501
TEACHER TRAINING 494, 496, 515
 ENGLISH 66, 96, 98, 447, 470
 FOREIGN LANGUAGES 225, 242, 262
TEACHING MACHINES (HARDWARE) 226E, 276, 318
TERMINOLOGY 471, 474
TESTS (READING) 46, 83, 111, 115, 226A, 226F, 295
THESAURI (dictionaries, glossaries, synonym lists) 82, 86, 103, 201, 266, 357, 407,
415, 426, 427, 475, 482, 518
TRANSFER OF TRAINING (VERBAL LEARNING, EXPERIMENTS) 47, 176, 180, 267, 392, 493
TRANSFORMATION THEORY (GRAMMATICAL ANALYSIS) 17, 24, 147, 408, 417, 427, 447, 451,
452, 455, 475, 490, 491, 499
TRANSLATION, THEORY OF 285, 434, 465, 474

Uncommon languages: see NEGLECTED LANGUAGES
UNIVERSALS OF LANGUAGE 498
Urban language studies: see SOCIAL DIALECT STUDIES

VERB SYSTEMS 147, 413, 425

XXXXX = main category; XXXXX = sub-category; xxxxx = cross-reference

Refer to numerical listing of projects in Part III

VERBAL BEHAVIOR 49, 78, 91, 124, 138, 140, 141, 158, 159, 176, 258, 260, 266, 271, 353, 375, 379, 431, 466, 467, 469, 490, 491, 492, 497, 519
INTERPERSONAL INTERACTION 24, 31, 304, 322, 375, 379, 399, 468, 479, 480, 494
 DELAYED AUDITORY FEEDBACK 125, 283, 317, 355, 438, 506, 522
VERBAL CONDITIONING (VERBAL LEARNING, EXPERIMENTS) 47, 138, 140, 158, 282, 283, 369, 522
VERBAL LEARNING, EXPERIMENTS 48, 124, 125, 126, 127, 140, 148, 151, 153, 156, 159, 164, 165, 172, 259, 264, 287, 391, 392, 430, 506, 507
 PAIRED ASSOCIATES 47, 49, 130, 132, 148, 150, 153, 159, 164, 165, 172, 176, 177, 180, 184, 259, 264, 287, 340, 391, 392, 458, 499
 SERIAL LEARNING 122, 130, 150, 164, 172, 177, 226C, 259
 TRANSFER OF TRAINING 47, 176, 180, 267, 392, 493
 VERBAL CONDITIONING 47, 138, 140, 158, 282, 283, 369, 522
 VISUAL AND AURAL COMPARISON 176, 391, 493
VERBAL LEARNING, PARAMETERS 47, 48, 49, 122, 127, 150, 151, 153, 172, 177, 259, 282, 391, 392
 MEANINGFULNESS 124, 153, 159, 180
 MEDIATING LINKS 130, 150, 184, 194
 PRONOUNCEABILITY 148, 180, 259, 391
VERBAL MEDIATION (MEANING) 47, 150, 392
VISUAL AND AURAL COMPARISONS (VERBAL LEARNING, EXPERIMENTS) 176, 391, 493
VISUAL DISCRIMINATION (PERCEPTUAL LEARNING) 114, 140, 226A, 259, 318
VISUAL PERCEPTUAL LEARNING 226C, 264, 297, 340, 430, 495, 514, 522
Vocal fry: see VOICE QUALITY
Vocalization, infant: see INFANT VOCALIZATION
VOICE QUALITY 321, 322, 325, 331, 338, 346, 347, 378, 382, 448
WORD ASSOCIATIONS 47, 48, 151, 158, 164, 264, 340
 ASSOCIATIVE CLUSTERING 49, 148, 159, 431, 458, 499, 504
 CONTROLLED ASSOCIATION 188, 194, 459, 504
 FREE ASSOCIATION 164, 266, 458
 MULTIPLE ASSOCIATES 184, 194
 NORMS 156, 458
 SCORING PROCEDURES 49
WORD FORMATION 252, 409
Words, frequency counts: see FREQUENCY COUNTS
Word-indexes and concordances: see AUTOMATIC ANALYSIS
Writing skills: see COMPOSITION
Writing systems: see GRAPHEMICS
Writing to sound correspondences: see PHONEME-GRAPHEME CORRESPONDENCES
X-RAYS 311, 321, 324, 330, 338, 363, 371, 372, 378, 453
XXXXX = main category; XXXXX = sub-category; xxxxxx = cross reference
Refer to numerical listing of projects in Part III

PART II

Alphabetical listing of investigators and institutions

U.S. colleges and universities are listed alphabetically by state. All other institutions, schools, hospitals, private research centers, are listed alphabetically by name.

| | |
|--|--------------------------------------|
| Abraham, S. | 475 |
| Alabama, Tuskegee Institute | 488 |
| Allen, George D. | 487 |
| Alpert, Murray | 347 |
| American Bible Society | 285, 377 |
| Anderson, Oliver | 111 |
| Applegate, Joseph | 199, 246 |
| Applied Psychology Research Unit, Cambridge, England | 271 |
| Archer, William K. | 188 |
| Arenberg, David | 172 |
| Arizona: | |
| State University - Tempe | 134, 158 |
| University of, Tucson | 289 |
| Arndt, William B. | 378 |
| Asher, James J. | 176 |
| Auer, J. J. | 62 |
| Austin Riggs Center, Stockbridge, Mass. | 184 |
| Babcock, William R. | 476 |
| Babou, Cheikh | 518 |
| Bachr ch, J. A. | 415 |
| Baker, Robert L. | 134 |
| Baltimore City Hospitals | 172 |
| Barber, C. L. | 62 |
| Bar-Hillel, Yehoshua | 405 |
| Barritt, Loren S. | 489, 490, 491 |
| Becker, Alton L. | 501 |
| Beier, Ernst G. | 307 |
| Bell Telephone Labs. | 414 |
| Beuch, Rue I W. | 363 |
| Benheim, N. | 371 |
| Bendix, Edward H. | 75 |
| Bennett, S. | 490, 491 |
| Bereiter, Carl | 83 |
| Berkeley, A. W. | 360 |
| Beylsmit, J. J. | 383 |
| Bickley, Verner C. | 290 |
| Bing, Lois | 92 |
| Birch, David | 508 |
| Birnbaum, Henrik | 425 |
| Blcis, J. | 415 |
| Blom, Gaston E. | 42 |
| Bobren, Howard M. | 188 |
| Booth, Andrew D. | 411 |
| Booth, K. H. V. | 411 |
| Bott, M. F. | 410 |
| Boyd-Bowman, Peter | 231 |
| Brady, Kirk | 375 |
| Brend, Ruth M. | 500 |
| Brethower, Dale M. | 496 |
| Brines, John K. | 360 |
| Brodda, B. | 409 |
| Brodda, E. | 409 |
| ten Broeke, A. T. | 434 |
| Brown, Donald R. | 510 |
| Brown, Roger | 188 |
| Brussels, Free Univ. of | 415 |
| Brzeinski, J. E. | 60 |
| Bullowa, Margaret | 304 |
| Bunker Ramo Corp. | 102, 103, 107 |
| Buttimore, Dennis J. | 303 |
| California: | |
| Alameda State Coll., Hayward | 153 |
| Berkeley | 73, 240 |
| Chico State College | 151 |
| UCLA | 199, 246, 317, 318, 330, 331, 363 |
| Riverside | 65 |
| San Diego State Coll. | 466 |
| U. C. San Diego | 150 |
| San Francisco Med. Ctr. | 448 |
| U. C. Santa Barbara | 453 |
| San Jose State College | 176 |
| Univ. Southern Cal. | 26, 242, 317, 318 |
| Stanford | 55, 114, 164, 200, 287, 449, 463 |
| Campbell, R. A. | 344 |
| Cannon, Garland | 255 |
| Cantometrics Research Proj. NYC | 479 |
| Cambridge, Univ. of | 271, 410 |
| Caroline, Lawrence | 488 |
| Carroll, William | 478 |
| Carton, Aaron S. | 225 |
| Catford, J. C. | 483, 485 |
| Center for Applied Linguistics | 383, 473, 478, 518 |
| Central Institute for the Deaf, St. Louis, Mo. | 314 |
| Chao, Y. R. | 240 |
| Charny, E. Joseph | 323 |
| Chase, Richard A. | 522 |
| Chase, Robert A. | 311 |
| Chen, Theodore H.E. | 242 |
| Children's Asthma Research Inst. & Hospital, Denver, Col. | 375, 429 |
| Children's Hospital Medical Center, Boston, Mass. | 322 |
| Clark, Dennis | 516 |
| Cofer, Charles N. | 148 |

Refer to numerical listing of projects in Part III

Refer to numerical listing of projects in Part III

| | | | |
|---------------------------------|---------------------------------------|---|-------------------|
| Cotkin, L. G. | 78, 91, 141, 226A - 226F, 514, 515 | Horn, Thomas D. | 456 |
| Graves, Patricia | 416 | Horowitz, Leonard M. | 164 |
| Greene, Billie | 482 | Householder, Fred W. | 16, 17 |
| Greibach, Sheila | 408 | Howe, Edmund S. | 147 |
| Grekoff, George | 216 | Howes, Davis S. | 340 |
| Griffin, William J. | 451, 452 | Hubschman, Eva | 303 |
| Gyr, John W. | 509 | Huck, Charlotte | 46 |
| | | Huddleston, Rodney | 412 |
| | | Huelsman, Charles B. | 92 |
| | | HumRRO (Human Resources Research Office, George Washington Univ., Washington, D.C.) | 432, 437 |
| Hackett, Elizabeth | 78, 91, 141, 226A - 226F, 514, 515 | Hungarian Academy of Sciences, Computing Center | 475 |
| Halfond, Murray | 516 | Hunt, Kellogg W. | 464 |
| Hall, Edward T. | 480 | Hurley, Frank H. | 265 |
| Halle, Morris | 371 | Hurst, Charles G. | 327 |
| Halliday, M. A. K. | 412 | Hutton, C. L. | 344 |
| Hamilton, Herbert | 188 | | |
| Hammarberg, B. | 409 | | |
| Hammer, Clifford E. | 260 | | |
| Han, Meiko | 26, 242 | | |
| Hanna, Jean S. | 55 | | |
| Hanna, Paul R. | 55 | | |
| Haziy, James C. | 310 | | |
| Hazmon, L. D. | 414 | | |
| Harper, Kenneth E. | 419, 421 | | |
| Harris, Cyril M. | 401 | Ill. Inst. of Technology | 480, |
| Harris, Katherine S. | 312 | | 481 |
| Harris, Theodore L. | 115 | Univ. of | 83, 188, 276, 282 |
| Hartung, Albert | 80 | Northern Ill. Univ., Delkalb | 446, |
| Haskins Laboratories, New York | 312 | | 447 |
| Hass, Wilbur A. | 503 | Southern Ill. Univ., Carbondale | 82 |
| Hawaii: | | | |
| Univ. of | 201 | Indiana University | 16, 17, 62, |
| Hayes, Alfred S. | 478 | | 132, 229, 482 |
| Hayes, John R. | 126 | Institute for Behavioral Research | |
| Hays, David G. | 418, 419, 420, 424, 428 | Silver Spring, Maryland | 138, 260, |
| Healy, Daniel | 372 | | 283 |
| Hebert, H. J. | 371 | IEM-France | 443 |
| Hebrew Univ., Jerusalem, Israel | 405 | Iowa: | |
| Hemdal, John F. | 486 | State College, Cedar Falls | 93 |
| Henrikson, Ernest H. | 369 | St. Univ. of | 310, 391, 392, |
| Heinz, Jane A. | 371 | Irwin Orvis C. | 320, 321 |
| Heinz, J. M. | 371 | Isner, Dale W. | 441 |
| Henderson, Alan | 351 | Isshiki, Nobuhiko | 331 |
| Hendlisz, Michèle | 473 | | |
| Henke, W. F. | 371 | Jacobs, William | 492, 493 |
| Herzan, H. M. | 360 | Jakobovits, Leon | 188 |
| Herzog, Marvin I. | 76 | Jenkinson, Edward B. | 62 |
| Hillocks, George A. | 265 | Jensen, Paul | 338 |
| Hinderman, R. A. | 60 | Jernigan, A. | 434 |
| Hirschberg, Lydia | 415 | Jewell, Ross M. | 93 |
| Hirsh, Ira J. | 314 | Johansen, Patricia | 473 |
| Hochberg, Julian | 520 | Johnson, Francis C. | 445 |
| Hockett, C. F. | 520 | Josselson, Harry J. | 406, 407 |
| Hodges, Richard E. | 55 | Kadokawa, Yasuo | 442 |
| Hoge, Henry W. | 209, 210 | Kalmbach, Keith | 522 |
| Hollien, Harry | 321, 324, 325, 338 | Kanai, T. | 328 |

Refer to numerical listing of projects in Part III

| | | | |
|---|-------------------|--|--|
| Kanfer, Frederick H. | 140 | | |
| Kansas: | | | |
| Univ. of, Lawrence | 97 | | |
| Univ. of Kan. Medical Ctr., Kansas City | 378 | | |
| Univ. of, Wichita | 320, 321 | | |
| Kappler, Gisela | 500 | | |
| Karlgren, Hans | 409 | | |
| Karoly, S. | 475 | | |
| Kasher, A. | 405 | | |
| Kato, Y. | 371 | | |
| Kay, Martin | 416, 417, 422 | | |
| Kehl, William B. | 439, 440, 441 | | |
| Kiefer, Ferenc | 475 | | |
| Kildahl, John P. | 377 | | |
| King, David J. | 125 | | |
| King, Martha | 46 | | |
| King, Paul E. | 57 | | |
| King, Robert E. | 401 | | |
| Knapp, Peter H. | 444 | | |
| Knapp, Stephen F. | 493, 497 | | |
| Knapper, Chris K. | 263 | | |
| Knox, Albert W. | 346 | | |
| Koen, Frank | 499, 501 | | |
| Kogan, William S. | 342 | | |
| Kosinski, Leonard | 98 | | |
| Kozak, Andrew S. | 418, 426 | | |
| Koundakjian, Dora | 518 | | |
| Kramer, Ernest | 399 | | |
| Kruager, John R. | 229 | | |
| Kuenstler, Charlotte | 445 | | |
| Kuno, Susumo | 408 | | |
| KVAL (Research group in quantitative linguistics, Stockholm) | 409 | | |
| Lachman, Roy | 430 | | |
| Ladefoged, Peter | 330 | | |
| Laffal, Julius | 266 | | |
| Lane, Harlan | 485 | | |
| Lansdell, Herbert | 358, 393 | | |
| Lansdell, Judith | 393 | | |
| Laskowski, E. J. | 393 | | |
| von Leden, Hans | 331 | | |
| Lees, Robert B. | 188 | | |
| Lehiste, Ilse | 13 | | |
| Lehmann, W. P. | 434 | | |
| Lenneberg, Eric H. | 322 | | |
| Levin, Harry | 520 | | |
| Lberman, Alvin | 312 | | |
| Lieberson, Stanley | 87 | | |
| Lindblom, Björn | 319 | | |
| Livant, William P. | 503 | | |
| Loban, Walter | 73 | | |
| Logue, R. Duane | 522 | | |
| Lomax, Alan | 479 | | |
| London Univ. Inst. Education | 290 | | |
| London, University College | 353, 412, 413 | | |
| Lunardini, Peter | 210 | | |
| Ma, Roxana | 428 | | |
| MacDonald, James B. | 115 | | |
| MacClay, Howard | 188 | | |
| MacLeish, Andrew | 446, 447 | | |
| MacNeilage, Peter | 312 | | |
| Maeth, Russell | 86 | | |
| Mahl, George F. | 284 | | |
| Malécot, André | 329 | | |
| Mandler, George | 150 | | |
| Maring, Joel | 82 | | |
| Markel, Norman N. | 269 | | |
| Marks, Shirley L. | 427 | | |
| Martin, Edwin J. | 504, 507 | | |
| Martin, James G. | 151 | | |
| Martin, Richard | 369 | | |
| Martins, Gary | 107 | | |
| Maryland: | | | |
| Johns Hopkins Univ. | 48, 431, 513, 522 | | |
| Univ. of, Baltimore | 147 | | |
| Maskill, Robert H. | 294 | | |
| Massachusetts: | | | |
| Boston University Sch. of Med. | 340, 444 | | |
| Harvard, Computation Lab. | 408 | | |
| Harvard Medical School | 304 | | |
| Mass. Mental Health Research Corp. | 304 | | |
| Mass. Institute of Technology | 371 | | |
| Matthews, P. H. | 16 | | |
| McAllester, David P. | 90 | | |
| McCabe, J. | 265 | | |
| McColly, William | 120 | | |
| McCormack, Robert M. | 372 | | |
| McDavid, Raven I. | 481 | | |
| McGlone, Robert E. | 334 | | |
| McGill, University, Montreal | 399 | | |
| McKaughan, Howard P. | 201 | | |
| McNeill, David | 498, 511 | | |
| McNeill, Nobuko | 498 | | |
| Mechanic, Arnold | 153 | | |
| Meeussen, A. E. | 403 | | |
| Menyuk, Paula | 371 | | |
| Meyers, Russell | 326 | | |
| Michel, John | 325 | | |
| Michigan: | | | |
| Albion College | 125 | | |
| Kalamazoo College | 231 | | |
| Univ. of, | 357, 458, 194 | | |
| Center for Human Growth & | | | |
| Development | 503 - 511 | | |
| Center for Research in Lan- | | | |
| guage and Language Behavior | | | |
| | 483 - 501 | | |
| State Univ. of, | 96, 119, 296 | | |
| Wayne State Univ. | 406, 407 | | |
| Mikulka, P. J. | 180 | | |
| Miller, J. D. | 314 | | |

Refer to numerical listing of projects in Part III

| | | | |
|--|---------------------------------------|-------------------------------|--------------------------------------|
| Miller, Wick R. | 398 | Nicklas, Thurston | 500 |
| Minnesota: | | Nida, Eugene A. | 285, 377 |
| Univ. of, | 258, 369, 379, 382 | Niemoller, A. F. | 314 |
| Mississippi: | | Nilsson, L. | 409 |
| Tougaloo College | 294 | Noble, Clyde E. | 124 |
| Missouri: | | Noblitt, James | 473 |
| Culver-Stockton Coll. | 228 | Noguni, Hiro | 416, 427 |
| Univ. of, Kansas City | 378 | Norris, Raymond C. | 451, 452 |
| Miron, Murray S. | 188 | North Carolina: | |
| Moore, G. Paul | 338 | Univ. of, Chapel Hill | 438 |
| Moray, Neville | 465 | N. C., Raleigh | 259 |
| Moreau, René | 443 | North Jersey Training School, | |
| Morton, John | 271 | Totowa, New Jersey | 303 |
| Mueller, Theodore | 262 | Nostrand, Howard Lee | 219 |
| Mulick, James F. | 363 | | |
| Musée Royal de l'Afrique Centrale, Belgium | 403 | Oberholtzer, K. E. | 60 |
| Naim, C. M. | 214 | Obrecht, Dean H. | 476 |
| Nakata, Kazuo | 442 | O'Donnell, Roy C. | 451, 452 |
| National Inst. of Neurological Diseases and Blindness | 358, 393 | Oettinger, Anthony G. | 408 |
| National Museum of Canada, Ottawa | 40 | Ohio: | |
| Naughton, Joseph D. | 440 | Univ. of, Akron | 262 |
| Neer, Frances Lief | 295 | State Univ., Columbus | 13, 46, 92, 400 |
| Nebraska: | | Western Reserve | 265, 361 |
| Univ. of | 455 | Ohman, S. E. G. | 371 |
| Nemser, William | 478 | Ohringer, Lee | 439 |
| New Jersey: | | Oklahoma: | |
| Montclair State College | 303 | Southeastern State Coll. | 68 |
| Rutgers Univ. | 180 | Olson, Paul A. | 455 |
| Seton Hall. Univ. | 204 | Oregon: | |
| Newman, Slater E. | 259 | Univ. of Oregon Med. Sch. | 140 |
| Newmark, Gerald | 261 | Portland State Coll. | 84 |
| New Mexico: | | Osborn, Jean | 83 |
| State Univ. of, | 264 | Osgood, Charles E. | 188, 276 |
| New York: | | Osser, Harry | 513 |
| State Univ. at Buffalo | 31, 51, 334, 430 | Ostwald, Peter | 448 |
| City Univ. of | 225 | | |
| Columbia Univ. | 75, 76, 86, 401 | Palermo, David | 49 |
| (Teachers College) | 445 | Pendergraft, E. D. | 434 |
| Cornell Univ. Project Literacy | 520 | Pennsylvania: | |
| Hunter College | 57 | Lehigh Univ. | 80 |
| Inst. for Developmental Studies | | Pennsylvania | 329 |
| New York Med. Coll. | 78, 91, 141, 226A - 226F, 514, 515 | Penn State | 47, 49, 148 |
| New York Univ. Sch. of Medicine | 347 | Pittsburgh | 177, 323, 439, 440, 441, 468, 469 |
| New York Univ. | 297 | Temple Univ. | 516 |
| State Univ. Coll., Oswego | 120 | Wilson College | 257 |
| Queens College | 255 | Perkell, J. S. | 371 |
| Univ. of Rochester | 372, 467, 476 | Peterson, Gordon E. | 357 |
| Syracuse Univ. | 67 | Pierce, Joe E. | 84 |
| Woodmere Academy | 295 | Pietrzik, Alfred | 383 |
| Ney, James W. | 296 | Pike, Kenneth L. | 500 |
| Nichols, Alan C. | 466 | Podd, M. H. | 180 |
| | | Pollack, Irwin | 506 |
| | | Pollio, Howard R. | 159 |

Refer to numerical listing of projects in Part III

| | | | |
|--|-----------|--|---------------|
| Pooley, Robert C. | 98 | Scott, Barbara J. | 419 |
| Preisler, Linda | 361 | Sebeok, Thomas A. | 482 |
| Prentice, J. | 490, 491 | Semmel, Mervin I. | 489, 490, 491 |
| Preston, Malcolm | 522 | Shamir, E. | 405 |
| Prettyman, Virginia | 228 | Sharf, Donald J. | 505 |
| Prins, T. David | 505 | Sheffield, Univ. of | 263, 465 |
| Purcell, Kenneth | 375 | Sheldon, William D. | 66, 67 |
| Qualben, Paul A. | 377 | Shelton, Ralph L. | 378 |
| Quirk, Randolph | 413 | Shipley, Elizabeth F. | 24 |
| Radio Research Labs, Tokyo | 442 | Siegel, Gerald | 369, 379 |
| Ramamuni, Raji M. | 483 | Simon, Rita | 188 |
| Rand Corporation | 416 - 428 | Singer, Harry | 65 |
| Rapoport, Anatol | 194 | Sinor, Denis | 229 |
| Rashkis, Harold A. | 24 | Sitar, E. J. | 414 |
| Ray, Punya Sloka | 251, 252 | Skarbek, Andrew | 353 |
| Ray, Wilbert S. | 267 | Sklar, Maurice | 318 |
| Reese, Hayne W. | 51 | Slawson, A. W. | 371 |
| Rehabilitation Codes, Inc. | 471 | Sloan, Robert F. | 363 |
| Reidford, Philip A. | 83 | Smith, Carlota S. | 24 |
| Reitz, G. | 103 | Smith, Donald E. P. | 494 |
| Research Group for Quantitative Linguistics, (KVAL) Stockholm | 409 | Smith, Helen K. | 111 |
| Rhode Island: | | Smith, M. Estellie | 31 |
| Brown University | 294 | Smith, Steven B. | 107 |
| Rhum, Gordon | 93 | Spear, Norman | 189 |
| Ribbing, T. | 409 | Speech Transmission Laboratory, Royal Inst. of Tech., Stockholm | |
| Rice, Frank M. | 455 | | |
| Ricketts, Robert M. | 363 | Staats, Arthur W. | 158 |
| Riegel, Klaus F. | 458, 504 | Stanton, H. M. | 360 |
| Riling, Mildred E. | 68 | Stevens, Kenneth N. | 371 |
| Ringwall, Egan A. | 51 | Stevens, Thomas C. | 228 |
| River, Eleanor C. | 371 | Stewart, William A. | 478, 518 |
| Rivière, Maya | 471 | Stine, Eugene S. | 80 |
| Robinson, Jane | 427 | Stolzow, Lawrence M. | 276 |
| Rocklyn, Eugene H. | 432 | Strevens, Peter | 395 |
| Rohman, D. Gordon | 119 | Subtelny, J. Daniel | 372 |
| Rosenberg, Sheldon | 156 | Subtelny, Joanne D. | 372 |
| Ross, Strange | 484 | Summer Inst. of Linguistics, Philippines | 521 |
| Rossipal, H. | 409 | Suppes, Patrick | 114 |
| Rothwell, Kenneth S. | 97 | Svartvik, J. | 413 |
| Rudorf, E. Hugh | 35 | Systems Development Corp. | 261 |
| Rusk, Elizabeth H. | 96 | Taber, Charles | 474 |
| St. Joseph Hosp., Lancaster, Pa. | 457 | Tennessee: | |
| Sam, Norman | 80 | Univ. of, Knoxville | 159 |
| Sapon, Stanley | 467 | Geo. Peabody Coll. | 156, 451, |
| Sarles, Harvey B. | 468, 469 | | 452 |
| Saskatchewan, Univ. of | 411 | Texas: | |
| Schenker, Alexander M | 247 | Univ. of, Austin | 434, 456 |
| Scherer, George A. C. | 248 | Thompson, C. L. | 325 |
| Schulz, Rudolph W. | 391, 392 | Thompson, Laurence C. | 216 |
| Schutz, Richard E. | 134 | Tikofsky, Rita | 495 |
| Schvey, Malcolm | 312 | Tikofsky, Ronald | 495, 506 |
| Schwartz, Fred | 184 | Tomlinson, R. S. | 371 |
| | | Toronto, Univ. of | 150 |
| | | Tosh, Wayne | 434 |

Refer to numerical listing of projects in Part III

| | | | |
|---------------------------------|----------|--------------------------------|----------|
| Trager, Felicia Harben | 31 | Wisconsin State Dept. of Educ. | 98 |
| Trager, George L. | 31 | Wolf, Abraham | 516 |
| Triandis, Harry C. | 276 | Wolf, Willavene | 46 |
| Troyer, Lester O. | 521 | Worth, Dean S. | 426 |
| Tulving, Endel | 150 | Worth, Joseph H. | 372 |
| | | Wyatt, Gertrude L. | |
| Uhr, Leonard | 509 | Yeni-Komshian, Grace | 522 |
| Utah: | | Young, Richard E. | 501 |
| Univ. of, | 307, 398 | Youngstrom, Karl A. | 378 |
| | | Yule, Curtis H. | 62 |
| Valadez, Frederick D. | 416 | Zerlin, S. | 314 |
| Vaneck, Anthony L. | 289 | Ziehe, Theodore W. | 416, 420 |
| Varga, D. | 475 | | |
| Veterans Admin. Hospitals: | | | |
| American Lake, Washington | 122 | | |
| Atlanta, Ga. | 344 | | |
| Boston, Mass. | 355 | | |
| Kansas City, Mo. | 346 | | |
| Los Angeles | 317, 318 | | |
| Seattle, Wash. | 342 | | |
| West Haven, Conn. | 266 | | |
| Virginia: | | | |
| Hollins College | 70, 472 | | |
| William and Mary | 127 | | |
| Voss, James F. | 177 | | |
| Waite, Richard | 42 | | |
| Waite, William M. | 401 | | |
| Wang, William S-Y | 400 | | |
| Warr, Peter B. | 263 | | |
| Washington: | | | |
| Univ. of, Seattle | 216, 219 | | |
| Weaver, Daniel H. | 521 | | |
| Webster, Ronald L. | 472 | | |
| Weener, Paul | 489 | | |
| Weinreich, Uriel | 75, 76 | | |
| Weiss, Jonathan | 429 | | |
| Wellesley Public Schools, Mass. | 366 | | |
| Wendahl, Ronald W. | 382 | | |
| Wescott, Roger W. | 257 | | |
| Westover, Joseph L. | 363 | | |
| West Virginia: | | | |
| Bethany College | 267 | | |
| Whitaker, Harry A. | 296 | | |
| Whitman, J. R. | 122 | | |
| Wiatt, W. H. | 62 | | |
| Williams, J. T. | 371 | | |
| Willingham, John R. | 97 | | |
| Winitz, Harris | 361 | | |
| Wisbey, Roy | 410 | | |
| Wisconsin: | | | |
| Univ. of, Madison | 87, 115 | | |
| Univ. of, Milwaukee | 209, 210 | | |

Refer to numerical listing of projects in Part III

P A R T I I I

Numerical Listing of Projects

| | | |
|----|---|--|
| 13 | Ilse Lehiste Division of Linguistics Ohio State University, Columbus | General acoustic phonetics |
| 16 | Fred W. Householder Dept. of Classics Indiana University (1965-66 at Hawaii) | Syntactic and semantic structure of English |
| 17 | Fred W. Householder | Application of linguistic transformational analysis |
| 24 | Harold A. Rashkis Eastern Pa. Psychiatric Inst. Phila. | Course and process of language acquisition (A study of the acquisition of English syntax) |
| 26 | Mieko S. Han Dept. Oriental Languages University of Southern California | Korean acoustic phonetics |
| 31 | George L. Trager Dept of Anthropology State University of N.Y. at Buffalo | Study of the cultures (and languages) of certain Pueblo Indians |
| 40 | Gordon M. Day National Museum of Canada, Ottawa | Abenaki Dialects |
| 42 | Gaston E. Blom University of Colorado Med. Center | A content analysis of and children's responses to stories in first grade |
| 46 | Charlotte Huck College of Education Ohio State University, Columbus | Critical reading ability of elementary school children |
| 47 | Francis J. Di Vesta Education-Psychology Center II Penn. State University | 1. Studies in verbal processes 2. Verbal mediation in children's learning preferences |
| 48 | Doris R. Entwistle Dept. of Electrical Engineering Johns Hopkins Univ., Baltimore | Analytic studies of children's word associations |
| 49 | David S. Palermo Dept. of Psychology Penn. State University | Associative processes in children's verbal learning |
| 51 | Egan A. Ringwall Dept. of Psychology State Univ. of New York, Buffalo | Behavioral correlates of infant vocalizations |
| 55 | Paul R. Hanna School of Education Stanford University | Linguistic cues for spelling improvement |
| 57 | Mary Finocchiaro Dept. of Education, Hunter Col, NYC | Bilingual readiness during earliest school years |

60 K. E. Oberholtzer
Denver Public Schools

62 Edward B. Jenkinson
Director, Curriculum Study Center
Indiana University

65 Harry Singer
Dept. of Education
University of California, Riverside

66 William D. Sheldon
Director, Reading Center
Syracuse Univ., New York

67 William D. Sheldon

68 Mildred E. Riling
Southeastern State College
Durant, Oklahoma

73 Walter Loban
School of Education
Univ. of California, Berkeley

75 Uriel Weinreich
Dept. of Linguistics
Columbia University, New York

76 Uriel Weinreich

78 Martin Deutsch et al.
Institute for Developmental Studies
New York Medical College

80 Norman Sam
Dept. of Education
Lehigh Univ., Bethlehem, Pa.

82 Philip J. C. Dark
Dept. of Anthropology
Southern Illinois Univ., Carbondale

83 Carl Bereiter
Institute for Research on Exceptional
Children, University of Illinois

84 Joe E. Pierce
Dept. of Anthropology
Portland State College, Oregon

86 Russell Maeth & Wm. T. De Bary
Dept. of Oriental Languages
Columbia Univ., New York

87 Stanley Lieberson
Dept. of Sociology
University of Wisconsin, Madison

A study of the effectiveness of beginning the teaching of reading in kindergarten

English open to all junior and senior high school students -- an English curriculum study center

Substrata-factor changes accompanying development of general reading ability at the elementary level.

A center for demonstrating the teaching of reading to students in grades 7 - 12

A comparison of the effect of instruction using basal readers, phonics materials, and linguistic readers on the reading ability of 1st-grade pupils

Oral and written language of children in grades 4 and 6 compared with the language of their textbooks

Language ability, grades 7 - 12

Semantic structure of natural languages

Geographic differentiation in co-territorial societies

The Verbal Survey

Structural analysis of the written composition of intermediate grade children

A survey for ethno-aesthetic research in the territory of Papua and New Guinea

Acceleration of intellectual development in early childhood (an academically-oriented preschool for culturally-deprived children)

The survey and description of languages which are nearing extinction in Oregon

The development of materials for high school study of Chinese

Demographic analysis of linguistic pluralism

| | | |
|-----|---|--|
| 90 | David P. McAllester Dept. of Anthropology Wesleyan Univ., Middletown, Conn. | Analysis of Navajo ritual |
| 91 | Martin Deutsch et al. Institute for Developmental Studies New York Medical College, NY | The communication of information in the elementary school classroom |
| 92 | Charles B. Huelsman, Jr. Dept. of Psychology Ohio State Univ., Columbus | The effect of vision training upon the subsequent reading achievement of fourth grade children |
| 93 | Ross M. Jewell State College of Iowa Cedar Falls | The effectiveness of college-level instruction in freshman composition |
| 96 | Elizabeth H. Rusk Dept. of English & Education Michigan State Univ. | Unified academic and professional experience in language and writing for the preparation of secondary school teachers of English |
| 97 | John R. Willingham Dept. of English University of Kansas, Lawrence | A "Correspondence-Tutorial" method for teaching college-freshman composition |
| 98 | Robert C. Pooley English-Language Arts Curriculum Center, Wisconsin State Dept. of Public Education, Madison | A sequential English-language arts curriculum in linguistics, logic, semantics, rhetoric, composition and literary analysis and criticism for grades K - 12. |
| 102 | Paul Garvin Bunker Ramo Corporation | A study of fulcrum techniques of language analysis |
| 103 | G. Reitz Bunker Ramo Corporation | Computer aided research in machine translation |
| 107 | Paul Garvin | A Syntactic Analyzer Study |
| 111 | Helen K. Smith Reading Clinic, Education, University of Chicago | Instruction of high school students in reading for different purposes |
| 114 | Patrick Suppes Inst. for Math. Studies in the Social Sciences, Stanford Univ. | Application of learning theory to problems of second-language acquisition with particular reference to Russian. |
| 115 | Theodore L. Harris Research in Basic Skills Lab. University of Wisconsin, Madison | An experimental study of the group vs. the one-to-one instructional relationship in 1st-grade reading programs. |
| 119 | D. Gordon Rohman Dept. of English Michigan State University | Construction and application of models for concept formation in writing |
| 120 | William McCollly Dept. of Education State Univ. College, Oswego, N.Y. | The dimensions of composition annotation |

122 J. R. Whitman
V. A. Hospital
American Lake, Washington Factors influencing free recall learning

124 Clyde E. Noble
Dept. of Psychology
Univ. of Georgia, Athens Verbal learning and individual differences

125 David J. King
Psychology
Albion College, Michigan Experimental and normative studies in verbal learning

126 John R. Hayes
Decision Sciences Lab., Hanscom Field, logical problems.
Bedford, Mass. An investigation of the solution of simple

127 Peter L. Derkx
Psychology
College of Wm. & Mary, Williamsburg, Va. Stimulus and response in two stages of learning

130 Sheldon M. Ebenholtz
Dept. of Psychology
Connecticut College, New London Serial effects of variable inter-item intervals

132 D. G. Ellison
Dept. of Psychology
Indiana University Programmed tutoring of elementary reading

134 Richard E. Schutz
Arizona State Univ., Tempe Experimental analyses of early reading behavior

138 C. B. Ferster
Institute for Behavioral Research
Silver Spring, Md. The psychobiological investigation of the development of new verbal behavior (Research and development of second language teaching programs in English and Vietnamese)

140 Frederick H. Kanfer
Dept. of Medical Psychology
University of Oregon Medical School
Portland 1. Verbal behavior determinants; vicarious learning and its applications in psychotherapy.
2. Verbal behavior determinants; study of self-reinforcement

141 Martin Deutsch et al.
Institute for Developmental Studies
New York Medical College The Telephone Study: verbal behavior of children with reading and language difficulties

147 Edmund S. Howe
Dept. of Psychiatry
University of Maryland, Baltimore Effects of adverbs and verb tense on meaning

148 Charles N. Cofer
Dept. of Psychology
Penn State University Learning, retention and recovery of meaningful material

150 George Mandler, Psychology, Univ.
of California, San Diego Organization and structure in verbal learning
Endel Tulving, Psychology, University
of Toronto and memory

151 James G. Martin
Dept. of Psychology
Chico State College, California Variables in verbally mediated learning

153 Arnold Mechanic
Dept. of Psychology
Alameda State College, Hayward, Cal. Response integration of verbal units as a function of articulation

156 Sheldon Rosenberg
Dept. of Psychology, Geo. Peabody
College for Teachers, Nashville, Tenn. Linguistic structure as a variable in verbal learning

158 Arthur W. Staats
Dept. of Psychology
Arizona State Univ., Tempe Language communication

159 Howard R. Pollio
Dept. of Psychology
Univ. of Tennessee, Knoxville Cognitive structure of verbal behavior

164 Leonard M. Horowitz
Dept. of Psychology
Stanford University Studies in verbal learning

172 David Arenberg
Gerontology Branch, Baltimore
City Hospitals Verbal learning and age

176 James J. Asher
Dept. of Psychology
San Jose State Coll., California Development of a theoretical model for programmed learning of languages

177 James F. Voss
Dept. of Psychology
University of Pittsburgh Probabilistic verbal learning

180 Norman E. Spear
Dept. of Psychology
Rutgers Univ., New Brunswick, N. J. Contiguity and mediation in verbal learning

184 Fred Schwartz
Austin Riggs Center
Stockbridge, Mass. **Studies of association**

188 Charles E. Osgood et al.
Institute of Communications
Research, Univ. of Illinois **Comparative Psycholinguistics**

194 Anatol Rapoport
Mental Health Research Institute
University of Michigan **A study of semantic space**

199 Joseph Applegate
Dept. of Near Eastern & African Lgs.
UCLA **An investigation of the consonant systems of
the Berber languages**

200 Charles O. Frake
Dept. of Anthropology
Stanford University **Language, cognition and ecological adaptation**

201 Howard P. McKaughan
Dept. of Linguistics
University of Hawaii **A Maranao Dictionary**

204 John De Francis
Institute of Far Eastern Studies
Seton Hall Univ., So. Orange, N. J. **Chinese readers and texts for secondary schools**

209 Henry W. Hoge
Dept. of Spanish
Univ. of Wisconsin, Milwaukee **The syntax of contemporary Brazilian Portuguese**

210 Henry W. Hoge **An elementary course in Brazilian Portuguese:
oral intensive teaching materials**

214 C. M. Naim
Center for So. Asian Studies
University of Chicago **Introductory course in Urdu**

216 Laurence C. Thompson
Dept. of Far Eastern & Slavic Languages
Univ. of Washington, Seattle **Linguistic relationships**

219 Howard Lee Nostrand
Dept. of Romance Languages
Univ. of Washington, Seattle **Background data for the teaching of French**

225 Aaron S. Carton
Dept. of Education
City University of New York **To complete research and experimentation on
procedures to encourage and systematize the
use of inference and analogy in foreign lan-
guage comprehension, learning and retention**

226A Martin Deutsch et al.
Institute for Developmental Studies
New York Medical College **Reading research
The Reading Prognosis Test**

226B Martin Deutsch et al. **The effects of psychoactive agents on remedial
reading performance**

226C Martin Deutsch et al. The role of visual and auditory efficiency in reading

226D Martin Deutsch et al. The effectiveness of training retarded readers in the auditory perceptual skills underlying reading

226E Martin Deutsch et al. Research on pre-reading skills using a computerized typewriter

226F Martin Deutsch et al. The Remedial Reading Program

228 Thomas C. Stevens Culver-Stockton College Canton, Mo. The adaptation of the audio-lingual approach to the teaching of elementary French in a small Liberal Arts College

229 Denis Sinor Dept. of Uralic and Altaic Studies Indiana University Basic Course in Khalkha Mongolian

231 Peter Boyd-Bowman Kalamazoo College, Michigan Now at: State Univ. of New York at Buffalo Experimentation with taped materials and native informants to develop for small colleges some programs of independent study in the neglected languages

240 Y. R. Chao Dept. of Oriental Languages University of California, Berkeley Preparation of text readings in spoken Chinese

242 Theodore H. E. Chen Asian-Slavic Studies Center Univ. of So. California Production of materials for teaching Japanese in secondary schools

246 Joseph R. Applegate Dept. of Near Neastern & African Lgs. UCLA Preparation of a reference grammar of Kabyle

247 Alexander M. Schenker Dept. of Slavic Languages Yale University Beginning Polish: a basic course

248 George A. C. Scherer German Academic-Year Institute Univ. of Colorado, Boulder Word frequency in the German short story

251 Punya Sloka Ray Center for So. Asian Studies University of Chicago Study of the Dacca and Calcutta standard dialects of Bengali, and preliminary teaching materials for the Dacca dialect

252 Punya Sloka Ray Reference grammar of Bengali

255 Garland Cannon Dept. of English Queens College, New York The application of generative theory to the analysis and understanding of poetry

257 Roger W. Wescott Wilson College, Chambersburg, Pa. Streptital communication: A study of non-vocal sound-production among men and animals

258 John Flavell Institute of Child Development Univ. of Minnesota Research with children

259 Slater Newman
Psychology
Univ. of N. Carolina, Raleigh

260 C. B. Ferster
Institute for Behavioral Research
Silver Spring, Maryland

261 Gerald Newmark
Systems Development Corp.

262 Theodore Mueller
University of Akron, Ohio

263 Peter B. Warr
Dept. of Psychology
Univ. of Sheffield, England

264 Edmund B. Coleman
Dept. of Psychology
New Mexico State Univ., Univ. Park

265 George A. Hillocks
Project English Demonstration Ctr.
Western Reserve Univ., Cleveland, O.

266 Julius Laffal
Psychology Service
V. A. Hospital, West Haven Conn.

267 Wilbert S. Ray
Cognitive Operations Lab.
Bethany College, West Virginia

269 Norman N. Markel
Communication Sciences Laboratory
Univ. of Florida, Gainesville

271 John Morton
Applied Psychology Research Unit
Cambridge, England

276 Fred E. Fiedler
Dept. of Psychology
Univ. of Illinois

282 Don E. Dulany
Dept of Psychology
Univ. of Illinois

283 Israel Goldiamond
Institute for Behavioral Research
Silver Spring, Maryland

Factors affecting learning and performance on paired-associate, serial and free-recall tasks

Arithmetic Behavior in Chimpanzees

Research in programmed instruction in Spanish with 7th-grade students

1. French by programmed learning
2. Revision of above course
3. Programmed instruction in teacher retraining

Communication to the public

Improving the comprehensibility of printed material

A comprehensive program in English for the 7th, 8th, and 9th grades: literature, language and composition

Research in the Psychology of language

Functional Fixedness

Research on speech and personality

Elaboration of a functional model for human language behavior

Groups and organizational factors influencing creativity; including communication, cooperation and negotiation in culturally heterogeneous groups.

Verbal operant conditioning

1. Study of interviews (therapeutic and interrogative) by operant conditioning methods
2. Stuttering & fluency as manipulable operant response classes

284 George F. Mahl
Yale University School of Medicine Studies in expressive aspects of speech and gestures

285 Eugene A. Nida
American Bible Society
New York Theory and practice of translating

287 Edward Crothers
Inst. for Math. Studies in the
Soc. Sciences, Stanford Univ. Presentation orders for items from different categories

289 Anthony L. Vanek
Dept. of Russian
Univ. of Arizona, Tucson Research in phonology, phonetics, contrastive phonology, multilingualism, Czech & Russian

290 Verner C. Bickley
Univ. of London Inst. Education The English language in Indonesia, Malaysia & Singapore, a comparative study with special reference to the social and political factors affecting the position of the language in the education systems of the 3 countries

294 W. Nelson Francis
Dept. of English
Brown University, Providence, R. I. Preparation of materials and course of study for improving the command of standard English of entering freshmen at Tougaloo Coll., Miss.

295 Frances Lief Neer
Woodmere Academy, New York Testing oral reading achievement of native-born American-English speaking 1st-grade children when instruction in intonation is included in the program

296 James W. Ney
English Language Center
Michigan State Univ. A linear numerical coding of linguistic units for distributional study

297 Murray Glanzer
Dept. of Psychology
New York University Verbal-Loop Hypothesis

303 Dennis J. Buttimore
North Jersey Training School
Totowa, N. J. Improvement of language skills in retarded children

304 Margaret Bullowa
Mass. Mental Health Res. Corp.
Boston Development from vocal to verbal behavior in children

307 Ernst G. Beier
Dept. of Psychology
University of Utah Perception of non-verbal properties of speech

310 James C. Hardy
Dept. of Speech Path. & Audiology
State Univ. of Iowa 1. A study of the physiology of speech breathing
 2. Auditory reactions of the neonate

311 Robert A. Chase
Stanford Univ. Medical School Objective evaluation of palatopharyngeal function

312 Franklin S. Cooper et al.
Haskins Laboratories, New York
Research program on dynamics of speech articulation

314 Hallowell Davis & Ira J. Hirsh
Central Institute for the Deaf
St. Louis, Mo.
1. Auditory communication and its disorders
2. Physiology of hearing

317 Allan E. Edwards
Dept. of Psychiatry
Univ. of So. California
Effects of random sidetone on stuttering

318 Allan E. Edwards
Aphasia retraining with automated teaching machines

319 C. G. M. Fant
Speech Transmission Laboratory
Royal Inst. of Technol., Stockholm
Speech communication research on a broad basis (analysis, synthesis, speech and hearing research of medical interest)

320 Orvis C. Irwin
Wichita State Univ., Kansas
Comparative speech behavior of brain-damaged children

321 Orvis C. Irwin &
Harry Hollien
Communication Sciences Laboratory
Univ. of Florida, Gainesville
A longitudinal study of adolescent voice change

322 Eric H. Lenneberg
Children's Hospital Medical Center
Boston, Mass.
Longitudinal study of speech and sound development in children

323 E. Joseph Charny
Western Psychiatric Institute
Pittsburgh, Pa.
Postural configurations in a psychotherapy film.

324 Harry Hollien
Communication Sciences Laboratory
Univ. of Florida, Gainesville
Laryngeal research utilizing stroboscopic laminagrams (STROL)

325 Harry Hollien
An investigation of vocal fry and pitch characteristics

326 Russell Meyers
Highlands Clinic
Williamson, W. Va.
Modification by focused ultra-sound of hyperkinesias, dyskinesias, and dysarthric speech exhibited by cerebral palsied individuals

327 Charles G. Hurst
Dept. of Speech
Howard Univ., Washington, D.C.
Identification of psychological correlates of dialectolalia

328 T. Kanai
Dalhousie Univ., Halifax, N.S. Canada
1. Central control of vocalization mechanism
2. Brain stem mechanism for vocalization

329 André Malécot
Dept. of Romance Languages
Univ. of Pennsylvania, Philadelphia
The measurement of selected articulatory events of speech and their acoustic correlates

330 Peter N. Ladefoged
Dept. of English
UCLA
Physiological parameters for synthesizing speech

| | | |
|-----|---|---|
| 331 | Hans von Leden UCLA School of Medicine | Comprehensive analysis of laryngeal function |
| 334 | Robert E. McGlone Speech & Hearing Clinic State Univ. of New York, Buffalo | A study of centrally elicited vocalization as a physiological model of phonation |
| 338 | G. Paul Moore & Harry Hollien Communication Sciences Laboratory Univ. of Florida, Gainesville | Laryngeal vibration and vocal acoustics |
| 340 | Davis H. Howes & Norman Geschwind Boston Univ., School of Medicine | Statistical properties of aphasic language |
| 344 | C. L. Hutton & R. A. Campbell V. A. R. O., Atlanta, Georgia | Effects of frequency distortion on word discrimination |
| 346 | Albert W. Knox V. A. Hospital Kansas City, Mo. | Physical characteristics of normal, esophageal and prosthesis speech |
| 347 | Arnold J. Friedhoff New York University School of Medicine | Sound oscillographic patterns in psychopathology |
| 353 | Frieda Goldman-Eisler Dept. of Phonetics University College, London | The effect of drugs on speech production |
| 355 | Harold Goodglass V. A. Hospital Boston, Mass. | New measures of aphasic symptom variables |
| 357 | Gordon E. Peterson Communication Sciences Laboratory University of Michigan | Problems in speech communication and automatic speech recognition |
| 358 | Herbert Lansdell Nat. Inst. of Neurological Diseases and Blindness, NIH | Psychological evaluation of temporal lobe operations |
| 360 | Gertrud L. Wyatt Wellesley Public Schools, Mass. | 1. Developmental language disorders in children 2. Treating children with non-organic language disorders |
| 361 | Harris Winitz Cleveland Hearing & Speech Ctr. Western Reserve Univ., Cleveland, Ohio | Speech sound acquisition and programming |
| 363 | Joseph L. Westover Center for the Health Sciences UCLA | Radiological research on dental and speech defective patients |
| 369 | Gerald Siegel & Richard Martin Speech and Hearing Clinic Univ. of Minnesota, Minneapolis | Experimental modification of speech fluency |

371 Kenneth N. Stevens, et al.
Research Lab. of Electronics, MIT
Speech communication: physiological and acoustical studies of speech

372 J. Daniel Subtelny
Univ. of Rochester, New York
Normal and cleft palate speech - pharyngeal flap procedure

375 Kenneth Purcell
Children's Asthma Research Inst.
& Hospital, Denver, Col.
Experimental analysis of verbal interaction and monitoring of verbal behavior

377 Eugene A. Nida, et al.
American Bible Society, New York
Relationships between glossolalia and mental health

387 Ralph L. Shelton, Jr. et al.
Univ. of Kansas Medical Center
1. Predicting articulation from cineradiographic measurement
2. Study on the comparison and calibration of oral and visual stereognosis in normal children

379 Gerald M. Siegel
Dept. of Speech
Univ. of Minnesota, Minneapolis
Verbal behavior of adults and retarded children

382 Ronald W. Wendahl & R. F. Coleman
Communication Sciences Laboratory
Univ. of Minnesota, Minneapolis
Laryngeal analog synthesis of voice disorders

383 Charles A. Ferguson & Alfred Pietrzak
Center for Applied Linguistics
Washington, D. C.
Strengthening and improvement of the Linguistic Bibliography

391 Rudolph W. Schulz
Dept. of Psychology
State Univ. of Iowa, Iowa City
Learning of aurally received verbal material

392 Rudolph W. Schulz
Mediation in verbal processes

393 Herbert Lansdell
Nat. Inst. of Neurological Diseases and Blindness, NIH
The relation of induced dysnomia to phoneme frequency

395 Peter Strevens
Language Centre, Univ. of Essex
Colchester, England
Contemporary Russian language analysis project

398 Wick R. Miller
Dept. of Anthropology
University of Utah
Social factors in the development of Shoshoni-Panamint (Central Numic) dialects

399 Ernest Kramer
Dept. of Psychology
McGill Univ., Montreal
Voice characteristics and personality

400 William S-Y Wang & Charles Fillmore
Ohio State Univ., Columbus
Project on linguistic analysis (POLA)

401 Cyril M. Harris, et al.
Electronics Research Lab.
Columbia University, New York
Analysis of speech sounds

403 A. E. Meeussen
Musée Royal de l'Afrique Centrale
Tervuren, Belgium "Lolemi" - A program of analysis of Bantu grammars.

405 Yehoshua Bar-Hillel, et al.
Applied Logic Branch
Hebrew Univ., Jerusalem Measures of syntactic complexity

406 Harry H. Josselson
Dept. of Slavic and Eastern Lgs.
Wayne State Univ., Detroit, Mich. Machine translation from Russian to English

407 Harry H. Josselson Comprehensive electronic data processing of two Russian lexicons

408 Anthony G. Oettinger
Computational Lab.
Harvard Univ., Cambridge, Mass. Mathematical linguistics and automatic translation

409 Hans Karlsgren, et al.
Research Group for Quantitative Linguistics, (KVAL), Stockholm Research in quantitative linguistics

410 Roy Wisbey
Cambridge Univ., England Linguistic Computing Centre

411 Andrew D. Booth
Univ. of Saskatchewan
Saskatoon, Canada Machine Translation with a Post-Editor

412 M.A.K. Halliday
University College of London 1. Nuffield programme in linguistics and English teaching
2. DSIR programme in the linguistic properties of scientific English

413 Randolph Quirk
University College of London Survey of English usage

414 L. D. Harmon, et al.
Bell Telephone Labs., Murray Hill,
New Jersey Script recognition

415 Lydia Hirschberg, et al.
Centre de Linguistique Automatique
Appliquée, Free Univ. of Brussels,
Belgium Studies in automatic language analysis

Nos. 416 - 428; work in progress at Rand Corporation

416 Martin Kay Design and construction of a catalogue and text management system

417 Martin Kay Development of materials for automatic parsing

418 David G. Hays Syntactic annotation of a large corpus of scientific Russian text

419 David G. Hays Russian glossary building

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|-----|--|---|
| 420 | David G. Hays | Collection and standardization of text on computer tape |
| 421 | Kenneth E. Harper | Distributional analysis of Russian syntactic and semantic properties |
| 422 | Martin Kay | Preparation of a Russian scientific concordance |
| 424 | David G. Hays | Psychological correlates of syntactic constructs |
| 425 | Henrik Birnbaum | An inquiry into nonverbal and nonfinite forms of predication |
| 426 | Dean S. Worth | Analysis of Russian derivational morphology |
| 427 | Jane Robinson | A program, dictionary and grammar for experimental parsing of English, to be related ultimately to problems of information retrieval. |
| 428 | David G. Hays | Bibliography of computational linguistics |
| 429 | Jonathan Weiss Children's Asthma Research Inst. & Hospital, Denver, Col. | Phonetic symbolism |
| 430 | Roy Lachman Dept. of Psychology State University of New York, Buffalo | Approximations to English and short term memory: construction or storage? |
| 431 | James Deese Dept. of Psychology The Johns Hopkins Univ., Baltimore | Studies in the structure of associations |
| 432 | Eugene H. Rocklyn HumRRO | AUTOSPAN: development and evaluation of a self-instructional method for learning a foreign language |
| 434 | W. P. Lehmann, et al. Linguistics Research Center Univ. of Texas, Austin | Linguistic research system; Automatic classification system; Information maintenance system |
| 437 | Alfred I. Fiks HumRRO | REFILL: field and laboratory investigation of selected factors in foreign language learning |
| 438 | Samuel Fillenbaum Dept. of Psychology Univ. of N. Carolina, Chapel Hill | Semantic Satiation Delayed Auditory Feedback |
| 439 | William B. Kehl, et al. Computation & Data Processing Center, Univ. of Pittsburgh | UPGRADE: the investigation of a feasible system of preparing published natural language text for computer applications |
| 440 | William B. Kehl, et al. | Reading Research Bibliography |
| 441 | William B. Kehl, et al. | PENELOPE, the Pitt. Natural Language Processor |
| 442 | Kazuo Nakata Radio Research Labs. Tokyo | Automatic recognition of speech by machine |

443 René Moreau
IBM-France, Paris

 Four computer programs for determining the vocabulary and entropy of a finite set of elements

444 Peter H. Knapp
Boston Univ. School of Medicine

 Emotional and adrenal responses in bronchial asthma

445 Gerald Dykstra, et al.
Teachers College, Columbia Univ.

 Teaching English as a second language: Materials Development Center

446 Andrew MacLeish
Northern Illinois Univ., DeKalb

 Contrastive phonology of English and Malay

447 Andrew MacLeish (Project English)

 Preparation of teachers and materials for teaching structural and transformational grammar to 11th- and 12th- graders

448 Peter F. Ostwald
San Francisco Med. Ctr., Univ. of California

 Acoustic analysis of the speech of disturbed persons

449 Jon Eisenson
Stanford Univ. School of Med.

 Differential identification of non - verbal children from 3 to 8 years

451 Roy C. O'Donnell
Univ. of N. Carolina, Greensboro

 A transformational analysis of oral and written grammatical structures of the language of children in grades 3, 5, and 7.

452 Roy C. O'Donnell

 A transformational analysis of the language of preschool and elementary school children

453 Pierre Delattre
Univ. of California, Santa Barbara

 The general phonetic characteristics of languages

455 Paul A. Olson, et al.
Nebraska Curriculum Dev. Ctr.
Univ. of Nebraska, Lincoln

 The Nebraska Curriculum Development Center

456 Thomas D. Horn
Dept. Curriculum & Instruction
Univ. of Texas, Austin

 A study of the effects of intensive oral-aural English-language instruction, oral-aural Spanish instruction, and non-oral-aural language instruction on reading readiness and reading power

457 Rita B. Eisenberg
Bioacoustic Lab.
St. Joseph's Hospital,
Lancaster, Pa.

 Research with neonates

458 Klaus F. Riegel
Dept. of Psychology
University of Michigan

 Analysis of meaning with restricted association tests

463 James H. Dewson III
Speech Path. & Audiology
Stanford Univ. Medical School

 1. Corticofugal influences on neuroelectric activity in the central auditory system
 2. Central mechanisms in audition

464 Kellogg W. Hunt
Dept. of English
Florida State Univ., Tallahassee

 Differences in grammatical structures at grades 4, 8, and 12.

465 Neville Moray
Dept. of Psychology
Univ. of Sheffield, England

466 Alan C. Nichols
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San Diego State Coli., Calif.

467 Stanley M. Sapon
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468 Harvey B. Sarles
Western Psychiatric Institute
Pittsburgh, Pa.

469 Harvey B. Sarles

471 Maya Rivière
Rehabilitation Codes, Inc., N.Y.

472 Ronald L. Webster
Dept. of Psychology
Hollins College, Va.

473 Catherine Garvey, et al.
Center for Applied Linguistics
Washington, D. C.

474 H. A. Gleason
Linguistics, Hartford
Seminary Foundation, Conn.

475 Ferenc Kiefer, et al.
Computing Ctr. of the Hungarian
Academy of Sciences, Budapest

476 Dean H. Obrecht
Dept. of Linguistics
Univ. of Rochester, New York

478 Alfred S. Hayes, William Nemser
Center for Applied Linguistics
Washington, D. C.

479 Alan Lomax
Cantometrics Research Project, N. Y.

480 Edward T. Hall
Illinois Inst. of Technology
Chicago

481 A. L. Davis, Raven I. McDavid, Jr.
Illinois Inst. of Technology, and
Univ. of Chicago

Speech and language output by the brain, and
computer simulation

Investigation of the auditory memory for dic-
tated sentences among groups of foreign and
native American students

"Receptive" and "expressive" language

The study of intelligibility

Language and body motion

Communicative disorders research; nomenclature
and impairment code

Relationships between linguistic stimuli and
the vocal behavior of infants

Development of a plan for a self-instructional
French prototype course

1. A technical dictionary of the terminology of
linguistics
2. A manual on the making of technical dic-
tionaries

Computational Linguistics

Experiments in the perception of consonants

District of Columbia Urban Language Survey

Phonotactics and cantometrics

Ethnic use of micro-space in interpersonal
encounters

Communication barriers to the culturally
deprived (The Chicago Speech Survey)

| | | |
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| | Nos. 483 - 501: work in progress at Center for Research in Language and Language Behavior at the University of Michigan | |
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| 484 | Strange Ross | Continuing study of speaker and listener vowel spaces in the imitation and identifica- tion of spoken vowels |
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| 487 | George D. Allen | Data analysis of research on rhythm of spoken English |
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| 493 | George L. Geis, et al. | Visible speech: a study of examples in programming |
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| 495 | Ronald S. Tikofsky | Syntactic generalization and perception of grammaticalness by aphasic adults |
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| 518 | William A. Stewart, Cheikh Babou Center for Applied Linguistics Washington, D. C. | An introductory course in Wolof, a language of Senegal |

519 John T. Dailey
Dept. of Education
George Washington University
Washington, D. C.

520 Harry Levin, et al.
Cornell University, New York

521 Lester O. Troyer, et al.
Summer Inst. of Linguistics
Philippines, Box 2270, Manila

522 Richard A. Chase et al.
Johns Hopkins Univ. Sch. of Medicine
Baltimore, Maryland.

Research on language facility and dialect transformation in children

Project Literacy: the analysis of reading skills

Linguistic, literacy and translation work in the Philippines

Acquisition of speech in the human